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ABSTRACT

This book aims to provide counselors with the theoretical and technical basis needed for designing interventions that enhance relationships between children and teachers. It draws on research in social development and relationships-systems theory to describe the role of child-adult relationships in the development of social and academic competencies and the potential of child-teacher relationships to promote healthy development. The focus of the book is on the role of the psychologist as a consultant to the classroom teacher, the school, and the school district. The book identifies aspects of the classroom and school contexts that have relationship-based components and similarities and differences across those contexts. Relationship-based principles to designing interventions in the classroom are applied. Lastly, it identifies a set of theoretically driven applications for intervention strategies. Chapters include: (1) "Why Supportive Relationships Are Essential"; (2) "How the Parts Affect the Whole: Systems Theory in Classroom Relationships"; (3) "The Child as a Developing System"; (4) "The Emotional Bond between Children and Adults"; (5) "Assessing Child-Teacher Relationships"; (6) "Examples from Life"; (7) "Supporting Teachers: The Key to Affecting Child-Teacher Relationships"; (8) "Enhancing Relationships across the Classroom"; (9) "How School Policy Affects the Child-Teacher Relationship"; and (10) "Strong Relationships Mean More Resources: An Agenda for Practice and Research." (Contains 210 references.) (JDM)

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